INTERDISCIPLINARY CONNECTIONS TO STUDENT SERVICE-LEARNING

English/Language Arts

- Read classics that deal with povery issues and discuss.
- IA Through Reading is Fundamental, set up reading centers at local shelter.
- DA Go to shelter and read with children who are residents/help with homework.
- AA Wrie and publish articles/poems on helpin to end poverty.
- R Rewrite a portion of a classic using modern perspective.

Health/Physical Education

- View Shelter Boy. Discuss health problems of the family in poverty.
- IA Collect lost and found items from locker room. Wash/sort/repair and donate to the poor.
- DA Play large muscle games with children at shelter.
- AA Advocate through posters, health care services that are needed for the poor.
- Discuss the idea: "Our waste is someone else's treasure."

- Hypothetically figure the lowest budget possible for a family of four using real figures researched.
- IA Clip coupons for donation to shelter/poor.
- DA Tutor children at shelter in math. AA - Reasearch shelters in local area/ compute number of people served/figure cost of shelters to tax pavers. Publicize facts. Offer alternatives.
- R Reflect on tax refund money and how it might be better spent.

Family Studies

- Discuss numbers of homeless families and reasons for.
- IA Collect clothing for different age groups at shelter. Purchase new socks and underwear for children.
- DA Prepare/serve food/provide child care for shelter residents.
- AA Look at current trends in law and policy on behalf of families. Lobby/write letters to legislators.
- Discuss the reactions of the children to attention received in DA and what more could be done. Discuss "Babies in the River." (see MSSA Training Toolbox, Appendix, p. 8)

Art

- Study and experience how aesthetics fo environment effect emotional and physical well-being.
- IA Make and donate art objects that could be used in a shelter.
- DA Redecorate a shelter by painting, adding murals, etc.
- AA Design posters to put up in the community to help people become aware of shelters in the area.
- Reflect on comments made by those at the shelter and the impact on self-concept/compare to residents' self-concept.

Science

- Discuss health-related problems of those in poverty/chart rise of disease.
- IA Help shelter volunteers work up a health seminar for residents.
- DA Conduct health testing for residents with aid of parent health volunteers. AA - Campaign to aviod drugs and
- alcohol aimed at those in poverty. List where help can be gained.
- R Discuss the likelihood of a person ending up on poverty in America today.

Define work ethic. Discuss how it is

Business Education

- developed and debate: "Is there a correlation between the work ethic and poverty?"
- IA Conduct an "athon" for a local shelter. Take charge of finances.
- DA Help a local shelter establish budget or teach those in the shelter about budgeting.
- AA Advocate for work training; employee skills; staying in school.
- Compare the reality of work ethic to experience with people at shelter. Compare before and after points of view.

Music

- Compare music of depression to modern times to look for parallels
- IA Put on a "change" concert and donate proceeds to a shelter.
- DA Perform at local shelter and hold a sing-a-thon with them afterwards
- AA Write songs to advocate a focus on poverty/effects of.
- Video tape sing-a-thon and view. Discuss own feelings and those of residents.

Foreign Language

- Discuss how/if being a foreigner is related to poverty.
- IA Create posters that translate commopn signs and signals or create a pamphlet to help those in poverty.
- DA Offer to help those at shelter who speak a foreign language by translating and teach English.
- AA Advocate for need of ESOL training in school.
- Discuss what needs a person might have if she/he became a resident in another country due to war, etc.

Technology Education

- Discuss basic human needs for shelter. Have students pretend they are homeless
- IA Collect supplies that might be needed at a local shelter for maintenance
- DA Help fix up a shelter and do maintenance/repairs.
- AA Advocate for proper housing codes in low rent districts.
- Lokk at, discuss and post before and after pictures of work at shelter. Add residents' comments.

Social Studies

POVERTY

- Review the Great Depression in U.S. and relate to today. View video: Hungry and Homeless in Maryland.
- Do homeless sensitivity training IA - Research local shelters needs so
- that other groups might focus their help and distribute it evenly.
- DA Have class work in soup kitchen over a period of time.
- AA Research local laws on shelters and discuss whether fair/adequate. Lobby for areas of need.
- R Discuss attitude changes based on soup kitchen experience.

Celebration

Have a dance for school with the money going to lacal shelter. Have local newspaper comver event.

Key

- Preparation IA - Indirect Action
- DA Direct Action
- AA Advocacy (action)
- R -Reflection
- Celebration